



Breakout: Understanding the Social-Emotional and Trauma-Related Needs of Youth

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**The National Technical
Assistance Center**
for the Education of
Neglected or Delinquent
Children and Youth (NTAC)



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Instructions

1. Review the core domains and sample strategies for supporting a trauma-sensitive approach provided in the chart.
2. Share how you are currently supporting a trauma-sensitive approach in one or more domains, if any.
3. Identify domains and strategies you are most interested in implementing moving forward. Share your identified areas of focus with the group.
4. In this breakout session, choose one domain in which to begin action planning, and use the action-planning template to identify action steps.

Core Domains of a Trauma-Sensitive Approach

1. Support Staff Development	Sample strategies: Raise awareness about the prevalence and impact of trauma among leaders, stakeholders, and partners; support staff education and skill building related to trauma at State, local, and facility levels; support alignment of professional development for approaches, strategies, and practices (e.g., social-emotional learning, RP, positive behavioral interventions and supports).
2. Create Safe and Supportive Environments	Sample strategies: Ensure safe physical environments; work to identify and minimize potential trauma reminders and triggers in the educational environment; work to eliminate retraumatizing practices; support the adoption of culturally responsive practices.
3. Assess Needs and Provide Support	Sample strategies: Ensure screening and assessment processes consider trauma and related effects; ensure plans for youth include ways to address trauma-related needs where applicable (e.g., individualized education programs; service and treatment plans; transition, discharge, and aftercare plans); ensure access to trauma-specific mental health interventions.
4. Build Social and Emotional Skills	Sample strategies: Support the integration of universal strategies to teach and model emotional regulation and prosocial behaviors; support the integration of formal strategies for helping students cope with stress and adversity.
5. Collaborate With Youth and Families	Sample strategies: Include youth and families on agency boards, advisory groups, working groups, and other decision-making bodies in youth-serving systems; adopt formal mechanisms for seeking regular input from and working collaboratively with youth and families.
6. Adapt Policies and Procedures	Sample strategies: Develop a formal commitment to supporting a trauma-sensitive approach, and integrate the approach into strategic plans; build expectations into requests for proposals, applications, and subgrantee monitoring; review policies and practices regularly to ensure full alignment with a trauma-informed approach (include youth, families, and staff); work to eliminate retraumatizing procedures, policies, and discipline practices.
7. Partner Across Systems	Sample strategies: Identify key partners for supporting trauma-sensitive practice in schools and beyond; provide cross-system learning, skill building, and resource sharing; collaborate to develop complementary policies that support a trauma-sensitive approach across systems; consider how you can support and leverage other State and local initiatives related to trauma (e.g., training efforts, State agency initiatives, ACE task forces and groups).

Reflections and Wrap-Up

- What can you do in your role as a State Title I, Part D coordinator to support trauma-sensitive practices in educational settings?
- What else may need to be in place to support these types of trauma-sensitive capacity-building efforts?
- What are the potential challenges?
- What are the potential motivators?